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Novel &/or Text update: Spring 2025
Date Reviewed: Spring 2020
C & G Ed approval: February 21, 2020
Board approval: March 11, 2020

English (ENGL) 1600 Critical Thinking, Literature, and Composition (4 Units) CSU: UC
[formerly English 1B]

Prerequisite: Successful completion in English 1500 with a grade of “C” or better

Prerequisite knowledge/skills: Before entering the course the student should be able to:

1. write good expository prose,
2. read good prose intelligently,
3. demonstrate techniques in library research and in writing a term paper,
4. show competency in writing within the four modes of discourse: narration, description, exposition, persuasion,
5. demonstrate a vocabulary enriched by several hundred new words,
6. exhibit an understanding of connotation and denotation of meaning in context,
7. demonstrate understanding of grammar and mechanics.

Hours and Unit Calculations:

64 hours lecture. 128 Outside of class hours. (192 Total Students Learning Hours) 4 Units

Catalog Description: This course focuses on critical thinking and composition through reading of essays, poetry, drama, and fiction. It introduces critical evaluation, develops techniques of analytical, critical and argumentative writing, explores inference, evidence, inductive and deductive reasoning, identification of assumptions, underlying conclusions and other terms of logical thinking, and continues expository writing (8,000 word minimum). C-ID: ENGL 105, ENGL 110, ENGL 120

Type of Class/Course: Degree Credit

Texts:

Bennett, Tonya Long. *Writing and Literature: composition as Inquiry, Learning, Thinking, and Communication*. University of North Georgia. 2017.

Carlson, Kamala, and Jessica Grimes. *Grammar Cards: Supersonic Writing Tips*. Carlson and Grimes, 2019.

Greenblatt, Stephen, M.H. Abrams, et al. *The Norton Anthology of English Literature, The Major Authors*. 9th ed. Norton & Company, 2013.

Tyson, Lois. *CRITICAL THEORY TODAY: A User-Friendly Guide*. 4th ed. Routledge, 2023.

Zweig et al. *Literature: Introduction to Reading and Writing*. AP Edition. 2nd ed. Longman, 2012.

(This is a critical writing and thinking reader which includes ethnically/culturally diverse readings and has exercises and applications that develop abilities to analyze, argue, reason effectively, and identify assumptions on which conclusions depend.)

Guerin, Wilfred, Earle Labor, Lee Morgan, Jeanne Reesman, and John Willingham. *Handbook of Critical Approaches to Literature*. 6th Ed. New York: Oxford University Press, 2010.

Huxley, Aldous. *Brave New World*. Harper Perennial, 2006.

Paul, Richard, and Linda Elder. *The Thinker's Guide to Fallacies: The Art of Mental Trickery and Manipulation*. Tomales, CA: Foundation for Critical Thinking, 2012.

The Thinker's Guide to Fallacies: <https://thebestschools.org/magazine/15-logical-fallacies-know/>

Additional Required Materials: At least one literary text from the following list:

Alighieri, Dante, and John Ciardi. *The Inferno*. Signet Books, 2001.

Dostoevsky, Fyodor. *Crime and Punishment*. The Russian Messenger, 1866.

Helaway, Sheikha. *They Fell Like Stars From the Sky & Other Stories*. Neem Tree Press Limited, 2023.

Kesey, Ken. *One Flew over the Cuckoo's Nest*. New York: Signet, 1963.

Shakespeare, William. *Hamlet*. New York: Washington Square Press, 1992.

---. *Much Ado about Nothing*. Open Source Shakespeare, 2019.

Shelley, Mary. *Frankenstein*. New York: Bantam Classics, 2003

Twain, Mark. *Huckleberry Finn*. Bedford, MA: St. Martin's, 2007.

Voltaire. *Candide*. Penguin Classics, 2005.

Walker, Alice. *The Color Purple*. Orlando, FL: Houghton Mifflin, 1982.

The Color Purple: <https://s3.amazonaws.com/scschoolfles/112/the-color-purple-alice-walker.pdf>

Course Objectives:

By the end of the course, successful students will be able to:

1. demonstrate critical thinking skills
 - a. Use inductive reasoning to support a thesis with cogent textual analysis
 - b. Identify and avoid logical fallacies
2. read analytically so that they can:
 - a. evaluate college-level material from a variety of sources,

- b. analyze critically and interpret and explain connotations, denotations, implications
 - c. identify the major literary genres,
 - d. identify, interpret, and evaluate components of literary content such as themes, figurative language, symbolism, characterization, and narrative,
 - e. identify and evaluate components of literary form, such as structures of narrative, poetic forms, use of dialog, and set directions,
 - f. contrast interpretations of the same literary text through different critical lenses or from different critical approaches,
 - g. find, evaluate and use outside sources including professional criticism to develop their own writing, and
3. write essays in which they:
- a. use a clear thesis, good organization, and logical support,
 - b. develop an argument using persuasion, deductive and inductive reasoning, draw inferences, and make conclusions,
 - c. use developing and supporting details, examples, data and evidence, and substantiate their interpretations with specific evidence from text,
 - d. analyze, comment on, and relate evidence to claims,
 - e. use outside sources, carefully researched and correctly documented,
 - f. improve and correct logic, style and mechanics of their writing, and
 - g. revise content after considering instructor's and peers' written comments.

Course Level Learning Outcomes

Local General Education Student Learning Outcomes

1. Develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
2. Demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
3. Describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgments.

Oral Communications & Analytical Thinking Local General Education Learning Outcomes

1. Demonstrates the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, problem solve, and make decisions; information management and computer literacy.

Course Scope and Content:

- Unit I Critical Thinking
- a. Inductive reasoning
 - b. Interpretation
 - c. Formal Analysis
 - d. Evidence
 - e. Logical fallacies

Unit II Literature

- a. Interpret and analyze literature from multiple genres and from diverse cultures and time periods.
- b. Use primary and secondary sources to identify text's historical and cultural context.
- c. Respond to scholarly criticism of primary texts.
- d. Apply critical approaches such as feminism, formalism, deconstructionism, structuralism, or others to literary texts.

Unit III Writing

- a. Write about the four genres using the elements of fiction
- b. Analyze pieces of literature using interpretation, analysis, comparison contrast, synthesis, causes and results, and evaluation.
- c. Use criticism in writing
- d. Summarize pieces of literature and criticism

Assignments:

1. Critical Thinking: All assignments fulfill the critical thinking focus.
2. Reading: See Course Content
3. Writing: 8,000 to 10,000 words
 - a. precis
 - b. of fallacies associated with inductive and deductive reasoning
 - c. argumentative essays
 - d. analysis of literature in various genres
 - e. A research paper
4. Oral: In two presentations students will:
 - a. show understanding of secondary sources and ability to synthesize secondary materials and present them to classmates coherently, and
 - b. work with a panel/group of other students to critically evaluate a current work of literature.

Methods of Evaluation:

Students will be evaluated on critical thinking, writing and reading as demonstrated in class (group discussions, oral presentations, in-class writings and quizzes) in essay assignments in a variety of formats including expository, persuasive, comparison/contrast, and analytical, and on a ~~10-page~~ research paper. The primary method of evaluation will be through writing assignments graded on critical reasoning, observational skills, logic, sufficient and sound supporting argumentation based on knowledge of deductive and inductive reasoning and the formal and informal fallacies associated with them. Students must show continued progressive improvement in developing writing skills. Word total is 8,000 to 10,000.

Methods of Instruction:

1. Close critical reading of assigned and self-selected literature
2. Lectures on critical thinking, backgrounds of works studied, use of language and rhetoric
3. Class and small group discussions of critical thinking in literature; of ideas for essays; of writing assignments
4. Group and individual panels and presentations
5. Writing and rewriting of essays (short themes, research papers, and longer critical analyses of work read; word total 8,000 to 10,000) under close supervision of instructor. Participation in teacher and group feedback at all stages of writing process, from conception, theme statement, presenting

- of evidence, and peer readings and responses
6. Films and records

Methods to Achieve Critical Thinking:

1. formulate and express judgments based on ideas from readings, discussion and personal experience
2. explain and support theses with relevant information
3. evaluate and re-evaluate soundness of judgments based on information and on other points of view

Supplemental Data:

TOP Code:	150100: English
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSA3: CSU Area A3 CSC2: CSU Area C2 IG1B: IGETC Area 1B LEC: Local GE English Comp

	LHUM: Local GE Humanities
Discipline	English